Multi-year School Support Plan

Division and School Information

Information Needed	Enter Information Below
School Year	2025-2026
Division Name	Prince William County Schools
Division Superintendent	LaTanya D. McDade, Ed. D.
School Name	River Oaks Elementary
Grades Served	PK-5
Principal Name	Lisa Jackson
Principal Email	jacksolc@pwcs.edu
Division Multi-year School Support Plan Lead Name and Title	Kimberly Werle, Associate Superintendent, Eastern
Division Multi-year School Support Plan Lead Email	werleka@pwcs.edu

Stakeholder Engagement

Stakeholder Representation	Name	Email	Organization, Department, or Office	Title
School Leader	Lisa Jackson	jacksolc@pwcs.edu	School	Principal
School Leader	Stacy Weatherspoon	weathesr@pwcs.edu	School	Assistant Principal
School Leader	Amy Clark	clarkae@pwcs.edu	School	Assistant Principal
Teacher	Nicola Jackson	jackson@pwcs.edu	School	2nd Grade Teacher
Teacher	Julio Parraga-Beltran	beltrajp@pwcs.edu	School	ESOL Teacher
Teacher	Charla Walker	walkerca1@pwcs.edu	School	5th Grade Teacher
Teacher	Lindsey Speck	specklm@pwcs.edu	School	4th Grade Teacher
Teacher	Kimberly Hall	hallkl@pwcs.edu	School	1st Grade Teacher
Teacher	Roxanne Jones	jonesr@pwcs.edu	School	Kindergarten Teacher
Teacher	Tamara Keener	keenertm@pwcs.edu	School	Gifted and Talented Teacher
Teacher	Cassie Mathis	mathiscg@pwcs.edu	School	Lead Special Education Teacher
Teacher	Canda Godfrey	godfrecr@pwcs.edu	School	Reading Specialist
Teacher	Alshaia Hargrove	hargroad@pwcs.edu	School	Title I Reading Teacher
Teacher	Safaa Ahmad	ahmads3@pwcs.edu	School	Title I Math Teacher
Teacher	Shakira Townsend	townsesn@pwcs.edu	School	Math Coach
Teacher	Allison Dabu	dabuac@pwcs.edu	School	Instructional Technology Coach
Teacher	Janai Beauchamp	beauchjl@pwcs.edu	School	School Counselor
Teacher	Deborah Wells	wellsdc@pwcs.edu	School	School Counselor
Teacher	Cindell Santos-Lopez	santoscm1@pwcs.edu	School	Parent Liaison
Division Leader	Meisram Hernandez	figuerml@pwcs.edu	Strategic Planning and Continuous Improvement Department	Coordinator, Continuous Improvement Coaching
Division Leader	Haley Guglielmi	guglieh@pwcs.edu	Special Education Department	Administrative Coordinator Special Education
Division Leader	Tiffany Hardy	hardytd@pwcs.edu	Teaching and Learning Office	Director of Professional Development
Division Leader	Kimberly Werle	werleka@pwcs.edu	Elementary Level Office	Associate Superintendent, Eastern

Stakeholder Representation	Name	Email	Organization, Department, or Office	Title
Division Leader	Starr Granby	granbyse@pwcs.edu	Elementary Level Office	Director of Elementary Schools, Eastern

Multi-year School Support Plan

Multi-year School Support Plan			
3-Year Goal Statement Include the goal statement completed as part of the needs assessment process.	Our current state in reading for students with disabilities is 29.4% proficiency on the reading SOL in June 2025. Our desired future state for our students with disabilities is 50% or more proficiency on the reading SOL by June 2028.		
School Performance and Support Framework Alignment Select indicator that the goal addresses.	Reading Mastery		
Measurable Objectives Define objectives that support accomplishing the goal.	**Measurable Objective Year 1**	**Measurable Objective Year 2**	**Measurable Objective Year 3**
	By June 2026, 36% or more of students with disabilities in grades 3-5 will demonstrate proficiency on the reading SOL. By June 2026, 36% or more of students with disabilities in grades 2-5 will be reading on/above grade level. By June 2026, 36% or more of students with disabilities in grades K-2 will score within the low-risk band of the VALLSS assessment.	By June 2027, 43% or more of students with disabilities in grades 3-5 will demonstrate proficiency on the reading SOL. By June 2027, 43% or more of students with disabilities in grades 2-5 will be reading on/above grade level. By June 2027, 43% or more of students with disabilities in grades K-2 will score within the low-risk band of the VALLSS assessment.	By June 2028, 50% or more of students with disabilities in grades 3-5 will demonstrate proficiency on the reading SOL. By June 2028, 50% or more of students with disabilities in grades 2-5 will be reading on/above grade level. By June 2028, 50% or more of students with disabilities in grades K-2 will score within the low-risk band of the VALLSS assessment.
Evidence-Based Strategy Describe the evidence-based strategy and the rationale for selection. Identify evidence tier.	**Evidenced-Based Strategies:** Reading Decoding K-3: Teach students to decode words, analyze word parts, and write and recognize words.		

	Reading Comprehension 4-5: Routinely use a set of comprehension building practices to help students make sense of the text. **Description of Evidence-Based Strategies:** Decoding Recommendation 3: Teach students to blend letter sounds and sound–spelling patterns from left to right within a word to produce a recognizable pronunciation. Instruct students in common sound–spelling patterns. Teach students to recognize common word parts. Have students read decodable words in isolation and in text. Teach regular and irregular high-frequency words so that students can recognize them efficiently. Comprehension Recommendation 3B: Routinely use a set of comprehension building practices to help students make sense of the text. Explicitly teach students how to find and justify answers to different types of questions. Teach students to ask questions about the text while reading. Learning to ask and answer questions will enable students with reading difficulties to integrate information from the passage with the knowledge they have gained from earlier lessons or their reading. These connections will enable students to draw text-based interpretations or inferences about what the author implied. By asking and answering questions about text, students can better interpret its meaning. **Rationale:** The comprehensive needs assessment included an analysis of three-year trend data (to include overall and student groups): SOL, Unit Assessments, PALS, VALLSS, and HMH Growth Measure. Root Cause protocol was used to determine root cause focused on the components of the instructional core. **Root Cause:** Lack of teacher knowledge/skills of effective literacy instructional practices and inconsistent implementation of decoding and comprehension building skills. The team determined a strategic priority for increasing reading proficiency for all students (with a focus on students with disabilities). The team then discussed and selected evidence-based strategies that focused on improving students' decoding and comprehension skills. **Evidence Tier:** Tier 1 (strong evidence) for the above evidence-based strategies.
Intended Outcomes Describe how student outcomes will improve as a result implementing the evidence-based strategy.	**Intended Outcomes:**

	Students need to learn how to break down and read complex words by segmenting the words into pronounceable word parts. To do this, students must understand morphology. Learning to recognize letter patterns and word parts and understanding that sounds relate to letters in predictable and unpredictable ways will help students decode and read increasingly complex words. It will also help them to read with greater fluency, accuracy, and comprehension. As word recognition becomes easier, students can focus more on word meaning when they read, ultimately supporting reading comprehension. Learning to ask and answer questions will enable students, specifically students with disabilities with reading difficulties, to integrate information from the passage with the knowledge they have gained from earlier lessons or their reading. These connections will enable students to draw text-based interpretations or inferences about what the author implied. By asking and answering questions about text, students can better interpret its meaning. To achieve the intended outcomes above, we will provide teachers with professional development on explicitly teaching decoding and comprehension strategies, particularly for students with disabilities. We will provide growth-producing feedback on instructional delivery and strategy implementation and monitor student progress in decoding and comprehension. These efforts will increase reading SOL performance for students with disabilities.
Lead person (Who is responsible for ensuring the work gets done?)	School Principal and School Continuous Improvement (CI) Team
Team Members (Who are responsible for doing the work?)	Principal, Assistant Principals, Reading Team, CI Team, and K-5 Teachers (General Education and Special Education Teachers)

Action Step *(What will be accomplished?)* List the specific, sequenced steps required to complete the activity.	**Process Owner** *(Who is responsible for ensuring the action step is complete?)* Identify a single, accountability lead.	**Time Frame** (*How long will it take?)* Identify the start and end dates for each action step, including any key milestones.	**Progress Checks** *(How will the team monitor progress?)* Define key dates to review process, make adjustments, and confirm the work remains on track.	**Measures of Success** *(How will the team know if the action step is complete?)* Define clear, observable indicators of completion.	**Cost Elements** *(What resources are needed to complete the action step?)*	**Funding Source** (Where will the money come from?)

Professional Learning: <u>Year 1</u> Provide professional learning and facilitate peer observations to all K-5 general and special education teachers on how to explicitly teach and increase the implementation of foundational skills (K-2 UFLI) and (3-5 HMH Phonics). <u>Year 2</u> Provide professional learning and facilitate peer observations to all K–5 general and special education teachers focused on selecting appropriate scaffolds to support the foundational skill needs of students with disabilities. <u>Year 3</u> Provide professional learning and facilitate peer observations to all K–5 general and special education teachers focused on adjusting foundational skill	Title I Reading Reading Specialist	8/11/2025-6/2028	BOY, MOY, and EOY progress monitoring meetings Reading Team meetings	100% of teachers will explicitly teach foundational skills using UFLI and HMH foundational skills as measured through our walkthrough tool.	None	None

instruction based on the progress and needs of students with disabilities.						
Professional Learning: <u>Year 1</u> Provide professional learning and facilitate peer observations to all K-5 general and special education teachers on how to select high quality questions to probe student comprehension of texts. <u>Year 2</u> Provide professional learning and facilitate peer observations to all K–5 general and special education teachers focused on selecting appropriate scaffolds to support comprehension building skills based on the needs of students with disabilities. <u>Year 3</u> Provide professional learning and facilitate peer observations to	Title I Reading Reading Specialist	8/11/2025-6/2028	BOY, MOY, and EOY progress monitoring meetings Reading Team meetings	100% of teachers will require students to use details from the text to demonstrate understanding and/or support their ideas about the text as measured by the walkthrough tool.	None	None

all K–5 general and special education teachers focused on adjusting comprehension building instruction based on the progress and needs of students with disabilities.						
Planning: K-5 general and special education teachers will utilize C LT meetings to collaboratively plan and discuss how to explicitly teach foundational skills to students with disabilities.	Title I Reading Reading Specialist	8/11/2025-6/2028	BOY, MOY, and EOY progress monitoring meetings Reading Team meetings CLT Framework review	100% of teachers will explicitly teach students foundational skills using UFLI and HMH foundational skills as measured through our walkthrough tool.	None	None
Planning: K-5 general and special education teachers will utilize C LT meetings to collaboratively plan and design aligned tasks to build comprehension by providing opportunities for students to justify their answers to questions using text evidence.	Title I Reading Reading Specialist	8/11/2025-6/2028	BOY, MOY, and EOY progress monitoring meetings CLT meetings	100% of teachers will require students to use details from the text to demonstrate understanding and/or support their ideas about the text as measured by the walkthrough tool.	None	None

Monitoring: Administrators will monitor the implementation of foundational skills and provide growth producing feedback to general and special education teachers using the PWCS Literacy Foundational Skills Walkthrough tool with a focus on teacher-directed instruction and student practice sections. • TNTP visits • ELA department visits • Special education department visits • School support visits from Level Office	School Administrators	8/11/2025-6/2028	BOY, MOY, and EOY progress monitoring meetings Reading Team meetings Administrative meetings	100% of teachers will explicitly teach foundational skills using UFLI and HMH foundational skills as measured through our walkthrough tool.	None	None
Monitoring: Administrators will monitor the implementation of comprehension building practices and provide growth producing feedback to general and special education teachers	School Administrators	8/11/2025-6/2028	BOY, MOY, and EOY progress monitoring meetings Reading Team meetings Administrative meetings	100% of teachers will require students to use details from the text to demonstrate understanding and/or support their ideas about the text as measured by the walkthrough tool.	None	None

using the PWCS Literacy Reading Comprehension Walkthrough tool with a focus on high quality questions and tasks section. • TNTP visits • ELA department visits • Special education department visits • School support visits from Level Office						
Monitoring: K-5 general and special education teachers will analyze student decoding/encoding data (by name and need) and provide small group, tiered interventions based on need of students.	Title I Reading Teacher	8/11/2025-6/2028	BOY, MOY, and EOY progress monitoring meetings CLT meetings	100% of students with disabilities will practice foundational skills with written and/or oral tasks that are aligned to targeted content and skills.	$60,000	Title I

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3-Year Goal Statement Include the goal statement completed as part of the needs assessment process.	Our current state in math for students with disabilities is 32.4% proficiency on the math SOL in June 2025. Our desired future state for our students with disabilities is 56% or more proficiency on the math SOL by June 2028.		
School Performance and Support Framework Alignment Select indicator that the goal addresses.	Math Mastery		
Measurable Objectives	**Measurable Objective Year 1**	**Measurable Objective Year 2**	**Measurable Objective Year 3**

Define objectives that support accomplishing the goal.	By June 2026, 40% or more of students with disabilities in grades 3-5 will demonstrate proficiency on the math SOL. By June 2026, 28% or more of K-5 students with disabilities will demonstrate growth on the EOY Momentum Assessment.	By June 2027, 48% or more of students with disabilities in grades 3-5 will demonstrate proficiency on the math SOL. By June 2027, 33% or more of K-5 students with disabilities will demonstrate growth on the EOY Momentum Assessment.	By June 2028, 56% or more of students with disabilities in grades 3-5 will demonstrate proficiency on the math SOL. By June 2028, 38% or more of K-5 students with disabilities will demonstrate growth on Momentum Math Assessment.
Evidence-Based Strategy Describe the evidence-based strategy and the rationale for selection. Identify evidence tier.	**Evidenced-Based Strategy:** Math K-5: Use a well-chosen set of concrete and semi-concrete representations to support students' learning of mathematical concepts and procedures. **Description of Evidence-Based Strategy:** Math Recommendation 3: Provide students with concrete and semi-concrete representations that effectively represent the concept or procedure being covered. When teaching concepts and procedures, concrete and semi-concrete representations to abstract representations. Provide ample and meaningful opportunities for students to use representations to help solidify the use of representations as “thinking tools.” Revisit concrete and semi-concrete representations periodically to reinforce and deepen understanding of mathematical ideas. **Rationale:** The comprehensive needs assessment included an analysis of three-year trend data (to include overall and student groups): SOL and Unit Assessments. Root Cause protocol was used to determine root cause focused on the components of the instructional core. **Root Cause:** Lack of Teacher knowledge and clarity on how to effectively use the unit guides and the C-R-A approach to deliver instruction that meets the needs of all learners. The team determined a strategic priority for increasing math achievement for all (with a focus on students with disabilities). The team then discussed and selected an evidence-based strategy that focused on improving students' understanding of using multiple representations to support learning of mathematical concepts and procedures.		

	Evidence Tier: Tier 1 (strong evidence)
Intended Outcomes Describe how student outcomes will improve as a result implementing the evidence-based strategy.	**Intended Outcomes:** Students who struggle to learn mathematics need additional, focused instruction using representations to model mathematical ideas and procedures. This can be achieved by selecting representations carefully and connecting them explicitly to the abstract representations (mathematical notation). Additionally, providing multiple opportunities for students to utilize representations allow them to deeply understand and solve problems. To achieve the intended outcomes above, we will provide teachers with professional development on explicitly teaching students, particularly students with disabilities, to use concrete and semi-concrete representations through the C-R-A approach. We will offer growth-producing feedback on instructional delivery and implementation of C-R-A and monitor student progress. These actions will increase SOL math performance for students with disabilities.
Lead person (Who is responsible for ensuring the work gets done?)	School Principal and School Continuous Improvement (CI) Team
Team Members (Who are responsible for doing the work?)	Principal, Assistant Principals, Math Team, CI Team, and K-5 Teachers (General Education and Special Education Teachers)

Action Step *(What will be accomplished?)* List the specific, sequenced steps required to complete the activity.	**Process Owner** *(Who is responsible for ensuring the action step is complete?)* Identify a single, accountability lead.	**Time Frame** (*How long will it take?)* Identify the start and end dates for each action step, including any key milestones.	**Progress Checks** *(How will the team monitor progress?)* Define key dates to review process, make adjustments, and confirm the work remains on track.	**Measures of Success** *(How will the team know if the action step is complete?)* Define clear, observable indicators of completion.	**Cost Elements** *(What resources are needed to complete the action step?)*	**Funding Source** (Where will the money come from?)

Professional Learning: <u>Year 1</u> Provide professional learning to all K-5 general and special education teachers on how to use the C-R-A approach with the new math curriculum to support students with disabilities in justifying their thinking. <u>Year 2</u> Provide professional learning to all K-5 general and special education teachers on how to select appropriate scaffolds for students with disabilities to support their application of the C-R-A approach to justify their thinking. <u>Year 3</u> Provide professional learning to all K-5 general and special education teachers on adjusting scaffolds and refining instructional	Math Coach	8/18/2025 – 6/2028	BOY, MOY, and EOY progress monitoring meetings School Math meetings	100% of teachers will provide opportunities for students to create and connect multiple representations and ideas as measured by the walkthrough tool.	None	None

practices based on student data.						
Planning: K-5 general and special education teachers will utilize C LT meetings to collaboratively plan and design opportunities for students to use concrete and semi-concrete representations to support students with disabilities in justifying their thinking.	Title I Math Teachers	8/18/2025 – 6/2028	BOY, MOY, and EOY progress monitoring meetings CLT meetings	100% of teachers will plan opportunities for students to create and connect multiple representations and ideas to help them justify their thinking as measured by the walkthrough tool.	$240,000	Title I
Implementation: K-5 general and special education teachers will select rigorous tasks, scaffolds, and tools aligned to the standards (Rich Task, Quick Check, Unit Assessment Question Part A, etc.) for students to demonstrate their learning using the C-R-A approach.	Grade Level Team Leads	9/8/2025 – 6/2028	BOY, MOY, and EOY progress monitoring meetings CLT meetings School CI Team meetings	100% of students with disabilities will engage in rigorous tasks using appropriate scaffolds, C-R-A, and tools to explain and justify their thinking on grade level tasks.	None	None
Monitoring: Administrators will monitor and provide growth producing feedback to K-5	School Administrators	10/1/2025 – 6/2028	BOY, MOY, and EOY progress monitoring meetings	100% of teachers will provide opportunities for students to create and connect multiple representations and	None	None

general and special education teachers on implementation of the C-R-A model using the PWCS Math Walkthrough tool with a focus on the high-quality instructional practices section. • Math department visits • Special education department visits • School support visits from Level Office			Administrative meetings School CI Team meetings	ideas as measured by the walkthrough tool.		
Monitoring: K-5 general and special education teachers will analyze student responses and use of the C-R-A approach to provide tiered support to students in small groups.	Title I Math Teachers All-In VA Tutoring School Coordinator	10/15/2025 – 6/2028	BOY, MOY, and EOY progress monitoring meetings CLT meetings	100% of students with disabilities will use appropriate tools strategically and explain and justify their thinking.	None	None